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IDENTIFIERS *Austin Independent School District TX

ABSTRACT

The evaluation of the 1981-82 State Compensatory Education (SCE) program, as implemented in the Austin Independent School District, will involve the following major activities: production of an Evaluation Design based on input received from key SCE personnel; production of a Final Report and a Technical Report which present information and documents relevant to the decision questions specified in the Evaluation Design; participation with other SCE staff in the preparation of an annual report to Texas Education Association (TEA) which will describe activities and cost of the 1981-82 SCE program; acting as a liaison with TEA staff regarding the testing of Austin Independent School District (AISD) third, fifth, and ninth graders and those students in tenth and eleventh grades who have not shown competency on the Texas Assessment of Basic Skills (TABS); and production of a Final Report and a Technical Report describing the TABS assessment project in AISD. These activities will require the collection of needs assessment, accountability, process, and outcome data. The evaluation design provides a brief project and evaluation summary, the major decision and evaluation questions to be addressed, other information needs, dissemination plans, and information sources to be used. (Author/CM)

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EVALUATION DESIGN: 1981-82
State Compensatory Education

October 1981

Austin Independent

SchoolDistrict

AUSTIN INDEPENDENT SCHOOL DISTRICT TEXAS

RC013105

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EVALUATION DESIGN: 1981-82
State Compensatory Education

October 1981

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Publication No. 81.20

PROGRAM STAFF

The State Compensatory Education Program for 1981-82 includes components at the elementary, junior high, and senior high school levels. Because of the large number of individuals involved in program implementation, not everyone can be mentioned here (teachers, counselors, writing lab instructors, and TBE teachers are included in Figures 1 and 2). We would like to acknowledge especially the AISD personnel responsible for major aspects of the program's implementation and administration. They are listed below.

Associate Superintendent, Instruction
Lawrence Buford (Acting)

Director, Federal and State Applications and Compliance
Lee Laws

Compensatory Planner
To Be Assigned

Assistant Superintendent, Elementary Education
Ruth MacAllister

Director, Elementary School Curriculum
Timy Baranoff

Coordinator, SCE Elementary Teachers
Connie Cripps

Director, Elementary School Management
Hermelinda Rodriguez

Coordinator, Elementary Guidance and Counseling
Gloria Richards

Assistant Superintendent, Secondary Education
David Hill (Acting)

Director, Secondary School Curriculum
Maud Sims

Director, Secondary School Management
J. M. Richard

Instructional Coordinators, Secondary
Imelda Rodriguez
Bobbie Sanders

School	X	SCE Teacher	Title I Teacher	SCE	Counselor	SCE School	Instructional Coordinator
Allan			3	X	Melba Davis	✓	
Allison			6	X	Guadalupe Gier	✓	
Andrews					Janet Leeth	Non SCE	
Barrington	X	Kay Monzingo				✓	T. Rodriguez
Barton Hills	XB	Angelina Guillen				✓	Gibbs
Becker			8	X	Brenda Guerra	✓	
Blackshear			3	X	Sarah Firestone	✓	
Blanton	XB	Carmen Hendrickson			Ouida Bohac	✓	Cripps
Brentwood						✓	
Brooke			2.5			✓	
Brown			2	X	Frankie Brown	✓	
Bryker Woods	X	Gladys Smith				✓	Zinnecker
Campbell			5	X	Christella Cain	✓	
Casis	X	Joan Smith Annita Cormack				✓	
Cook	X	Jennifer Swift Rosalinda Levy			Marsha Sharp	✓	Dugger
Cunningham	X	Mary Green				✓	M. Rodriguez
Dawson			4	X	Minnette Mueller	✓	
Doss						Non SCE	
Govalle			8	X	JoAnn Campos	✓	
Graham	XB	Alicia Castro				✓	T. Rodriguez
Gullett	X	Donna Moore				✓	Dugger
Harris				X	Mary Rowland	✓	
Highland Park	XB	Angelina Garcia				✓	Herrones
Hill						Non SCE	
Houston					Lorna Petch	✓	
Joslin	X B	Jola Edwards Maria Salas			Jack Brock	✓	Sahraie
Langford			5	X	To Be Assigned	✓	
Lee						Non SCE	
Linder			2	X	Clara Walker	✓	
Maplewood				X	Adrienne Grooms	✓	
Mathews	X	Emily Ramey				✓	Gibbs
Menchaca						Non SCE	
Metz			2.5	X	Mary Caldwell	✓	
Norman			2	X	Yvonne Ferguson	✓	
Oak Hill						Non SCE	
Oak Springs			5	X	Nell Houston	✓	
Odom					Charlene Cole	Non SCE	
Ortega			2	X	Sylvia Nichols	✓	
Pease						Non SCE	
Pecan Springs			2	X	Ouida Bohac	✓	
Pillow						Non SCE	
Pleasant Hill					Margery Johnson	Non SCE	
Read	X	Joan Burditt				✓	Mendez
Reilly						Non SCE	
Ridgetop			1	X	Orphalinda Bazan	✓	
Rosedale			1	X	Virginia Foote	✓	
Rosewood			1	X	Virginia Foote	✓	
St. Elmo						Non SCE	
Sanchez			3	X	Orphalinda Bazan	✓	
Sims			1	X	Adrienne Grooms	✓	
Summitt						Non SCE	
Sunset Valley	XB	Alexandria Saens Malinda Walker			Lupe Gier	✓	Uphaus
Travis Heights			3	X	Denise Clark	✓	
Walnut Creek			2	X	Yvonne Ferguson	✓	
Webb	X B	Bobby Kincheon Sylvia Lomas (½)			Sandra Baran	✓	Cripps
Williams					Mabel Schmer	Non SCE	
Winn			4	X	Birdie Caldwell	✓	
Wooldridge	X	JoAnn Whitaker Joanne Antrim (½)				✓	Mendez
Wooten			3	X	Sylvia Nichols Sudie Steele	✓ Special	
Zavala			2.5	X	Jane Hembree	✓	
Zilker	X	Ann Herring			Adeline Hamilton	✓	Bailey
Total	17	23		28	39	47	

Figure 1. ELEMENTARY SCHOOLS: SCE TEACHERS, COUNSELORS, AND COORDINATORS (1981-82).

School	Composition Lab	TBE Teacher	SCE
Bedicheck	Susie Doerr		✓
Burnet	Jenny Doerr (non SCE)		
Dobie	Mary Hart		✓
Fulmore	Susan Powell (non SCE)	TBA*	✓
Lamar			
Martin		John Galván	✓
Murchinson			
O. Henry			
Pearce	Shelley Burkhalter	Dollie Young/Susan Marshall	✓
Porter	Nancy Budet		✓
Anderson	Tom Cameron		✓
Austin	Bill Nemir		✓
Crocket			
LBJ (Johnson)	Margaret Morgan		✓
Johnston	Jim Schroeder		✓
Lanier			
McCallum			
Reagan	Brendan Kenny (non SCE)		
Travis	Dorothy Mason		✓
Total	9	4	11/19

*To be assigned.

Figure 2. SECONDARY SCHOOLS: SCE COMPOSITION LABS AND TBE TEACHERS (1981-1982).

TABLE OF CONTENTS

Program Staff. ii

Table of Contents. . . . . .

I. Evaluation Design Review Form. 1

II. Narrarive Summary

A. Program Summary. 2

B. Evaluation Summary 5

III. Decision Questions

A. Questions Addressed. 6

B. Overview 7

IV. Information Needs

A. Needs. 11

B. Overview 12

V. Dissemination. 13

VI. Information Sources. 14

VII. Data To Be Collected In The Schools. 19

VIII. Evaluation Time Resources. 21

I

EVALUATION DESIGN REVIEW FORM

The following persons have been given an opportunity to review and provide input on pertinent sections of this design:

Associate Superintendent, Instruction
Lawrence Buford (Acting)

Director, Federal and State Applications and Compliance
Lee Laws

Compensatory Planner
Joan Burnham

Assistant Superintendent, Elementary Education
Ruth MacAllister

Director, Elementary School Curriculum
Timy Baranoff

Coordinator, SCE Elementary Teachers
Connie Cripps

Director, Elementary School Management
Hermelinda Rodriguez

Coordinator, Elementary Guidance and Counseling
Gloria Richards

Assistant Superintendent, Secondary Education
David Hill (Acting)

Director, Secondary School Curriculum
Maud Sims

Director, Secondary School Management
J. M. Richard

Instructional Coordinators, Secondary
Imelda Rodriguez
Bobbie Sanders

SCE Teachers and Instructional Coordinators

II A

PROGRAM SUMMARY

State Compensatory Education (SCE) funds are appropriated for a two-year period, after which additional legislation is required for further funding. SCE funds for 1981-82 were made available through the actions of the 1981 Texas Legislature. Austin ISD received approximately $991,958 in SCE funds for 1981-82. A similar amount will be allocated for 1982-83, depending on eligible pupil count, allowing $5 .00 per pupil.

The 1981-82 SCE program includes several components at the elementary and secondary levels. Each component is briefly described below.

Elementary Component

A total of 23 teachers, seven of whom are bilingual, will provide assistance to students at or below the 30th percentile in either language arts/reading or math. Each SCE teacher will be expected to serve 40-50 students per day. They will work with students in their regular classroom or, if necessary, in a separate room. When working within the regular classroom, SCE teachers will work with students in either the language arts/reading or math blocks while the classroom teacher is serving other children with instruction in one of these subject areas. The bilingual SCE teachers will be placed in schools with Spanish-monolingual or Limited English Proficient (LEP) students that do not have certified bilingual classroom teachers at the appropriate levels. The Department of Elementary Education will be responsible for delivery of the instructional program funded through SCE. Funds will be available for consumable and nonconsumable materials for use with SCE students.

Elementary Guidance and Counseling

A total of 27 full-time and one half-time counselors, a guidance and counseling coordinator, and a secretary to the coordinator will have 25% of their salaries funded through the SCE program. The counselors will spend at least 25% of their time serving students at or below the 30th percentile in language arts/reading or math. Counseling services will include individual and small group counseling, parent and teacher consultation, and coordination. The guidance and counseling coordinator will be responsible for the delivery of guidance and counseling services through SCE.

Secondary Component

The Secondary Component includes writing labs, Transitional Bilingual Education (TBE) instruction, and junior high school summer school program. The junior high school summer program will be evaluated through a separate evaluation design. The writing labs and TBE program are described on the following page.

Writing Labs

Eight writing lab instructors and a writing lab project specialist will be funded by SCE to maintain or establish writing labs at Bedicheck, Dobie, Pearce, and Porter Junior High Schools, and at Anderson, Austin, LBJ, Johnston, and Travis High Schools. Each of the writing labs will be staffed by a lab instructor. The lab instructors will not necessarily be certified teachers, but will receive staff development training prior to and during the school year. The goal of the writing labs, broadly defined, will be to "improve writing skills." Instuctors will be involved in a variety of activities including individual and small group instruction. Instructors will serve students regardless of achievement level, in order to provide needed services and avoid segregation in the use of the labs. Instructors will consult with classroom teachers on a variety of writing related topics. The Department of Secondary Instruction will be responsible for the delivery of services by the writing labs.

TBE Program

Four transitional bilingual education teachers and a bilingual coordinator will serve LEP students at Fulmore, Martin, and Pearce Junior High Schools. There will be an ESOL bilingual aide available for the TBE program.

Staff development activities for ESOL instruction for TBE teachers will be funded by SCE during the school year. Students in the TBE program will receive four hours of instruction per day in math, reading, science, and English for speakers of other languages (ESOL) by the TBE teacher. Two hours per day will be selected from the PE/arts block and an elective. The Department of Secondary Instruction will be responsible for delivery of the program.

Planning

The Planning Component will consist of one planner and a secretary to the planner. The planner will play a coordinating role for the overall SCE program, completion of forms to TEA, budget planning with component coordinators, and general technical assistance to different components, as requested.

In addition, the planner will be responsible for review and dissemination of federal and state publications and other relevant resource materials/ articles with information concerning programs relevant to educationally disadvantaged students. The planner will keep abreast of all state and federal legislation pertaining to compensatory education and will inform appropriate staff persons in the District of those developments.

The planner will be utilized to assist in the writing of applications for monies for programs for educationally disadvantaged students. That individual will also prepare reports for grant programs that impact educationally disadvantaged students.

The services of the compensatory planner will be made available to different District special programs throughout the year that have a major target population low-achieving students. Included among those duties will be the administration/coordination of Title IV-B, Title IV-C, and District pilot project effort.

Evaluation

The Evaluation Component will consist of one full-time evaluator, one half-time programmer and one half-time secretary. The evaluation staff will publish the SCE evaluation design and final technical report, and assist in the preparation of the annual report to the Texas Education Agency. The component will also monitor the services provided by the project. The SCE evaluator will serve as district coordinator for the Texas Assessment of Basic Skills (TABS) and act as liaison with TEA on TABS-related matters.

Statewide Assessment of Minimum Competency

Section 16.176 of Senate Bill No. 350 mandates the annual administration of criterion-referenced instruments to assess minimum competencies in the basic skills areas of reading, mathematics, and writing. Third, fifth, and ninth graders will be tested in 1981-82 using the Texas Assessment of Basic Skills (TABS). The SCE evaluator will work as liaison with TEA and coordinate the District's TABS testing.

IIB

EVALUATION SUMMARY

The evaluation of the 1981-82 SCE program involves the following major activities.

1. The production of an Evaluation Design based on input received from key SCE personnel.

2. The production of a Final Report and a Technical Report which present information and documents relevant to the decision questions specified in the Evaluation Design.

3. Participation with other SCE staff in the preparation of an annual report to TEA which will describe activities and cost of the 1981-82 SCE program.

4. Acting as a liaison with TEA staff regarding the testing of AISD third, fifth, and ninth graders and those students in tenth and eleventh grades who have not shown competency on the Texas Assessment of Basic Skills (TABS).

5. The production of a Final Report and a Technical Report describing the TABS assessment project in AISD.

These activities will require the collection of needs assessment, accountability, process, and outcome data.

Needs assessment data will be collected to determine the number of students eligible for SCE services in 1981-82 and anticipated number eligible in 1982-83. Other needs assessment data will be collected from SCE teachers and counselors. These data will identify needs for revision in the SCE program as perceived by these personnel.

Data from the Student Service Record, attendance records from workshop facilitators, planning sheets and logs, and Student Counseling Record will be used to monitor progress toward objectives, staff development attendance, and distribution of services to eligible students.

Process data will be used to determine component specifics and activities and the extent to which program objectives have been implemented. Interviews and questionnaires will be used to collect these data.

Outcome data will be collected from a variety of instruments. Scores on the Iowa Tests of Basic Skills (ITBS), the Texas Assessment of Basic Skills (TABS), the Sequential Tests of Educational Progress (STEP), and the Language Assessment Battery (LAB) will be used to assess the impact of SCE programs on student achievement.

III A
DECISION QUESTIONS ADDRESSED

D1. If SCE is refunded for 1982-83, should the Elementary Instructional Component be continued as is, modified, or discontinued?

D2. If SCE is refunded for 1982-83, should the Secondary Instructional Component be continued as is, modified, or discontinued?

D3. If SCE is refunded for 1982-83, should the Planning Component be continued as is, modified, or discontinued?

D4. If SCE is refunded for 1982-83, should the Guidance and Counseling Component be continued as is, modified, or discontinued?

D5. If SCE is refunded for 1982-83, should the Transitional Bilingual Education (TBE) Component be continued as is, modified, or discontinued?

III B
DECISION QUESTIONS OVERVIEW

DECISION QUESTION	DECISION DATE	DATE NEEDED	RELEVANT EVALUATION QUESTIONS & OBJECTIVES	INFORMATION SOURCES
D1. If SCE is refunded for 1982-83, should the Elementary Instructional Component be continued as is, modified, or discontinued?	July 1982	June 1982	D1-1. What percentage of eligible students were actually served by SCE elementary teachers?	a) SCE Elementary File b) SCE Teacher Service Records
			D1-2. What percentage of eligible LEP students (i.e., those at schools without a bilingual teacher) were served by SCE bilingual teachers?	a) LEP Student Master File b) SCE Elementary File c) SCE Teacher Service Records
			D1-3. Did SCE teachers serve between 40-50 students per day?	a) SCE Teacher Service Records
			D1-4. How large were the achievement gains, realized by students served by SCE teachers? (Were the achievement gains realized by SCE students served by SCE teachers higher than the achievement gains of SCE-eligible students not served?)	a) CTBS File b) SCE Teacher Service Records
			D1-5. What percentage of former Title I students now at non-Title I schools were served by SCE elementary teachers?	a) 1980-81 Title I Student Master File b) SCE Elementary File c) SCE Teacher Service Records

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III B
DECISION QUESTIONS OVERVIEW

DECISION QUESTION	DECISION DATE	DATE NEEDED	RELEVANT EVALUATION QUESTIONS & OBJECTIVES	INFORMATION SOURCES
			D1-6. What teaching modes (i.e, pull-out, team teaching, resource room, etc.) were used by SCE teachers?	a) SCE Teacher Questionnaire
			D1-7. How large were the achievement gains by teaching mode by students served by SCE teachers?	a) ITBS File b) SCE Teacher Questionnaire
			D1-8. Did SCE teachers teach language arts and math? In what proporation?	a) SCE Teacher Service Records
D2. If SCE is refunded for 1982-83, should the Secondary Instructional Component be continued as is, modified, or discontinued?	July 1982	June 1982	D2-1. What were the entry achievement levels of students served by the composition labs?	a) Composition Lab Service Records b) ITBS File c) STEP File
			D2-2. Did low-achieving students served by composition labs realize achievement gains larger than low-achieving students not served by labs? Were these gains associated with frequency or duration in the writing lab?	a) ITBS File b) STEP File c) Composition Lab Service Records

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III B
DECISION QUESTIONS OVERVIEW

81.20

DECISION QUESTION	DECISION DATE	DATE NEEDED	RELEVANT EVALUATION QUESTIONS & OBJECTIVES	INFORMATION SOURCES
			D2-3. Was there an increase in the use of the composition labs by the teachers? by the students?	a) Composition Lab Service Records 1980-81 b) Composition Lab Service Records 1981-82
			D2-4. Was there an increase in the use of the full scope of the composition lab service categories?	a) Composition Lab Service Records 1980-81 b) Composition Lab Service Records 1981-82
			D2-5. Is there a correlation between level on the Evaluation of Writing Sample and achievement gains in Language Arts?	a) ITBS File b) STEP File c) Evaluation of Writing Sample scores
			D2-6. Was there a different increase in the Evaluation of Writing Sample levels between students who attended composition labs and those who did not attend?	a) Composition Lab Service Records b) Evaluation of Writing Sample scores
D3. If SCE is refunded for 1982-83, should the Planning Component be continued as is, modified, or discontinued?	July 1982	June 1982	D3-1. What planning activities were documented by the planner?	a) Planner's Log

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III B
DECISION QUESTIONS OVERVIEW

DECISION QUESTION	DECISION DATE	DATE NEEDED	RELEVANT EVALUATION QUESTIONS & OBJECTIVES	INFORMATION SOURCES
D4. If SCE is refunded for 1982-83, should the Guidance and Counseling Component be continued as is, modified, or discontinued?	July 1982	June 1982	D4-1. What percentage of eligible students (i.e., at or below 30th percentile and served by SCE or Title I teacher), are actually served by SCE counselors?	a) SCE Elementary File b) Student Counseling Records
			D4-2. What proportion of services were individual counseling, small group sessions, teacher counseling and consultation, referral to AISD personnel, referral to agency, and parent counseling?	a) Student Counseling Records
			D4-3. What proportion of services were for academic, developmental, behavior, attendance, health and family reasons?	a) Student Counseling Records
D5. If SCE is refunded for 1982-83, should the Transitional Bilingual Education (TBE) Component be continued as is, modified, or discontinued?	July 1982	June 1982	D5-1. What percentage of eligible students were served by the TBE Component?	a) LEP File b) SCE/TBE Student Service Records
			D5-2. Did students in the TBE program realize an achievement gain in reading and language arts larger than those eligible but not served by TBE?	a) LEP File b) SCE/TBE Student Service Records

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IV A

INFORMATION NEEDS

I1. What products and/or activities were developed by the SCE Evaluation Component during 1981-82?

I2. How did Austin ISD students perform, by grade and ethnicity, on the Texas Assessment of Basic Skills (TABS)?

I3. How did the performance of Austin ISD students on the TABS in 1981-82 compare, by grade and ethnicity, with the performance of students in Austin ISD who took the test in 1980-81 and 1979-80?

I4. How did current Austin ISD 10th and 11th graders who did not score 30 or higher on the TABS in 1980-81, score on the TABS, by ethnicity, in 1981-82?

I5. What percentage of Austin ISD students, by ethnicity, who took the TABS in 1981-82 did not meet state minimum competency levels?

I6. How does the percentage of students who took the TABS in 1981-82 and did not meet state minimum competency levels compare with the percentages for 1980-81 and 1979-80?

IV B

INFORMATION NEEDS OVERVIEW

81.20

INFORMATION NEED	DATE NEEDED	INFORMATION SOURCES
I1. What products and/or activities were developed by the SCE Evaluation Component during 1981-82?	6-82	a) Evaluation Records and Documents
I2. How did Austin ISD students perform, by grade and ethnicity, on the Texas Assessment of Basic Skills (TABS)?	6-82	a) TABS File
I3. How did the performance of Austin ISD students on the TABS in 1981-82 compare, by grade and ethnicity, with the performance of students in Austin ISD who took the test in 1980-81 and 1979-80?	6-82	a) TABS File
I4. How did current Austin ISD 10th and 11th graders who did not score 30 or higher on the TABS in 1980-81, score on the TABS, by ethnicity, in 1981-82?	6-82	a) TABS File
I5. What percentage of Austin ISD students, by ethnicity, who took the TABS in 1981-82 did not meet state minimum competency levels?	6-82	a) TABS File
I6. How does the percentage of students who took the TABS in 1981-82 and did not meet state minimum competency levels compare with the percentages for 1980-81 and 1979-80?	6-82	a) TABS File

12

V

DISSEMINATION

INFORMATION	DISSEMINATION FORMAT	DATE	PERSONS RECEIVING
Summary of 1980-81 TABS and Procedures for Testing 1981-82	Presentation, Brochure: Keeping Tabs on TABS		TABS School Coordinators
SCE Final Technical Report 1981-1982	Report	June	Superintendent, Administrators, and Public
Summary of 1981-1982 SCE Technical Report	Section in Findings Volume		Superintendent, Administrators, and Public
Texas Assessment of Basic Skills Results	Technical Report		Superintendent, Administrators, and Public

VI
INFORMATION SOURCES

INFORMATION SOURCE	POPULATION	EVAL. QUES. REFERENCED	DATE COLLECTED	ANALYSIS TECHNIQUES	REMARKS
1. SCE Elementary File	Elementary students eligible for SCE	D1-1, 2, 5	Generated September 1981	Descriptive Statistics: Match file with SCE Elementary Teachers Service Records to determine those served/not served.	Students at or below 30th percentile are eligible for SCE.
2. SCE Elementary Teachers Service Records	SCE elementary teachers/ students served	D1-1, 2, 3, 4, 5, 8	March 1982	Descriptive Statistics: Match with SCE Elementary File to determine those served/not served.	This is a complement (provided by SCE teachers) to the SCE Elementary File.
3. Title I Student Master File	Elementary Title I students	D1-5	April 1982	Descriptive Statistics: Match previous Title I students, now at non-Title I schools with SCE Elementary Teachers Service Records to determine those served/not served.	
4. Evaluation of Writing Sample Scores	Selected sample of junior and senior high school students	D2-5, 6	October 1981 April 1982	Descriptive Statistics: Determine writing skills level of students. Correlate results with ITBS and STEP Language Arts scores. Match increase in writing skills level with lab attendance.	Evaluation of Writing Sample will be requested and collected by the Composition Lab coordinator.

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VI
INFORMATION SOURCES

INFORMATION SOURCE	POPULATION	EVAL. QUES. REFERENCED	DATE COLLECTED	ANALYSIS TECHNIQUES	REMARKS
5. LEP Student Master File	Elementary and junior high school LEP students	D1-2 D5-1, 2	April 1982	Descriptive Statistics: Match LEP Student File with SCE Elementary Teacher Service Records to determine what percentage of LEP students at schools without a bilingual teacher are being served (D1-2). Match LEP Student File with SCE/TBE Student Service Record to determine what percentage of LEP/SCE eligible students were served by SCE/TBE Teachers (D5-1). Match LEP Student File with TBE Teacher Service Records to determine LEP student achievement gains (D5-2).	
6. ITBS File	Elementary and junior high school students	D1-4, 7 D2-1, 2, 5	April 1982	Descriptive Statistics: Gains for students served/ not served by ethnicity, ANCOVA if differences in gains occur.	Covariable: 1980-81 ITBS Scores Results reported by School

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VI
INFORMATION SOURCES

INFORMATION SOURCE	POPULATION	EVAL. QUES. REFERENCED	DATE COLLECTED	ANALYSIS TECHNIQUES	REMARKS
7. SCE Secondary File	Secondary students eligible for SCE	D2-1, 2, 5		Descriptive Statistics: Match file with Composition Labs Service Records and SCE/TBE Student Service Records to determine those served/not served.	Students at or below 30th percentile are eligible for SCE. This file is ITBS/STEP records for eligible secondary students.
8. Composition Labs Service Records (1981-82)	Composition Labs	D2-1, 2, 3, 4	April 1982	Descriptive Statistics: Match file with SCE Secondary File to determine students served (D2-1). Match file with ITBS and STEP Files to determine the entry achievement levels and achievement gains of eligible students served/ not served by the labs.	
9. Composition Labs Service Records (1980-81)	1980-81 Composition Labs	D2-3, 4	On hand	Descriptive Statistics: Comparison of 1980-81 and 1981-82 Composition Lab Service Records to determine if there has been an increase of use and scope of the labs.	

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INFORMATION SOURCES

INFORMATION SOURCE	POPULATION	EVAL. QUES. REFERENCED	DATE COLLECTED	ANALYSIS TECHNIQUES	REMARKS
10. STEP Files	Senior high school students	D2-1, 2	April 1982	Descriptive Statistics: Entry and achievement gain levels realized by students served/not served by SCE Composition Labs.	
11. Planner's Logs	Compensatory Planner	D3-1	Sept. - April 1981-82	List activities documented in planner's log.	
12. Student Counseling Records	Elementary counselors/ SCE students' counselor	D4-1, 2, 3	May 1982	Descriptive Statistics: Match with SCE Elementary File to determine those served/not served. Calculate and report totals for each category recorded.	
13. SCE/TBE Student Service Records	SCE/TBE teachers and students	D5-1, 2	April 1982	Descriptive Statistics: Match with LEP File to determine eligible students served and not served (D5-1). Match with ITBS and STEP Files to compare achievement gains of eligible students served and not served (D5-2).	

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VI
INFORMATION SOURCES

INFORMATION SOURCE	POPULATION	EVAL. QUES. REFERENCED	DATE COLLECTED	ANALYSIS TECHNIQUES	REMARKS
14. TABS File	All third, fifth, and ninth graders and those students in tenth and eleventh grades who scored below the state competency level on the TABS in 1980-81.	I3, I4, I5, I6, I7	May 1982	Descriptive Statistics: Percentage passing/failing each Section (I3, I6), comparison of performance in 1979-80 and 1980-81 with that in 1981-82 (I4, I5, I7)	Provided by TABS contractor.
15. Evaluation Records	SCE Evaluation	I1	Sept.-April 1981-82	Listing of major activities and products completed or in progress.	

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VII

DATA TO BE COLLECTED IN THE SCHOOLS

A. Students

October - November

1. Comprehensive Tests of Basic Skills (CTBS): Administered by TBE teachers to TBE students at Pearce, Martin, and Fulmore during the fall.

October - April

2. Language Assessment Battery (LAB): Administered by TBE teachers to TBE students at Pearce, Martin, and Fulmore at various times throughout the school year.

February and April

3. Iowa Tests of Basic Skills (ITBS): Administered to all AISD elementary students in April and junior high school students in February.

February

4. Texas Assessment of Basic Skills (TBS); Administered to AISD third, fifth, and ninth grades in February.

April

5. Sequential Tests of Educational Progress (STEP): Administered to all AISD high school students in April.

B. Teachers

April

1. SCE Student Service Records: Collected from all SCE teachers in April.

October - April

2. Writing Lab Records: Collected from Writing Lab instructors at the end of each six weeks period.

October - April

3. Transitional Bilingual Education Records: Collected from all SCE/TBE teachers at the end of each six weeks period.

September - October and April

4. Writing Samples: Collected from Writing Lab coordinator - Language Lab coordinator will collect writing samples from a sample of students in English classes at junior and senior high schools in October and April.

C. Counselors

April

1. Elementary Counseling Records: Collected from all counselors in April.

D. Other SCE Staff

April

1. Planner's Log: Collected from Compensatory Planner in April.

EVALUATION TIME RESOURCES ALLOCATION

81.20

ACTIVITY	DIRECTOR	SENIOR EVALUATOR	EVALUATOR	PROGRAMMER	EVALUATION ASSISTANT	SECRETARY
A. Design	1.0	2.5	18	-	-	4
B. Information Sources						
1. SCE Elementary Student File	-	-	2	3	-	-
2. SCE Secondary Student File	-	-	2	2	-	-
3. SCE Student Services	-	-	8	5	-	8
4. Title I Student File	-	-	1	5	-	-
5. LEP Student File	-	-	1	5	-	-
6. ITBS File			4	10		2
7. Elementary Skills Checklist	-	-	2	2	5	1
8. Composition Lab Records	-	-	5	5	15	2
9. Planner Records	-	-	2	-	2	2
10. Student Counseling Record	-	-	3	4	10	3
11. CELT Student File	-	-	1	4	-	1
12. LAB Student File	-	-	1	4	-	1
13. TABS Student File	-	-	12	8	8	4
14. Evaluation Records	-	-	2	-	2	1
C. Interim Dissemination						
1. 1980-81 Final Report	-	-	1.5	-	-	1
2. TABS Summary	.5	1	4	-	4	2
3. Summary of SCE Students Served	-	.5	4	4	4	2
D. Ad Hoc Analyses	-	-	12	8	4	6
E. Technical Report	2	4	50	40	20	30
F. SCE Annual Report to TEA	1	2	12	5	4	4

21

VIII

EVALUATION TIME RESOURCES ALLOCATION

81.20

ACTIVITY	DIRECTOR	SENIOR EVALUATOR	EVALUATOR	PROGRAMMER	EVALUATION ASSISTANT	SECRETARY
G. Liaison for TABS Testing	2	3	42.5	50	40	4
H. Other Dissemination	.5	1	10	1	2	5
I. Administrative and Other Indirect Time Costs	2	4	30	12	-	8
J. Total	9	18	230	131	120	92

22

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